SOCIOLOGICAL STUDY ON COUNSELLING AND ITS IMPACT ON ADOLESCENT BEHAVIOUR OF COLLEGE STUDENTS

SYNOPSIS

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Introduction

Counselling is considered essential and most significant part of the whole guidance programme in educational institutions. In general, counselling is referred to piece of advice, a suggestion, or recommendation. However professionally, counselling is the scientific process of serving the individual to understand him/herself better concerning his/her environment so that he/she becomes self-dependent, self-directed and self-sufficient and can lead a better and meaningful life. Counselling is designed at helping the individual in solving problems that are already present, prevent the incidence of problems in the future, and enhance personal, social, emotional, educational, and vocational development. Thus, counselling has remedial, preventive and developmental aspects (IGNOU 2017).

Need for Counselling in Schools and Colleges in India

People of all age groups are confronted with some problem or the other. The intensity of handling the fluctuations of our mental tensions varies according to the age of the person. Usually, the independent adult population resolves to cope with stressful situations as it looks for guidance and solace from the elders in the family, friends, community leaders, and professionals. However, among adolescents, getting confronted with new personal and social adjustment issues and coping with the same is not easy. It is also an age that serves as a transitional phase from childhood to adulthood. At this age, an adolescent distances from family and relies more on peer groups. Various instances of maladjustments of adolescents are observed in colleges. Not paying attention to the class, prolonged absence to college, dropouts, turning antagonistic when questioned, low academic performance, lack of motivation and concentration, behavioural maladjustments, habituation to certain addictions are a few of many which require attention. It becomes the responsibility of the stake holders of education to understand

these problems. Based on the intensity of the problem, they are to be provided guidance or the students can be referred to professionally trained counsellors for necessary intervention. At this juncture, qualified counsellors or teachers trained with counselling skills act as facilitators, giving attention to their issues, identifying their problems, assessing their abilities, guiding and motivating them to live a harmonious life in society. The specific characteristics of this period have paved the way in recent times to seek the services of counsellors to solve their social and psychological issues.

Adolescents are more prone to deviant behaviour. As they are in a transition phase of psychological and physical growth, they are more susceptible to such incidents. The commonly reported forms of deviant behaviour observed are drug abuse, pre-marital sex, rape, violence, alcohol, and substance abuse. Crimes resulting from deviant acts by adolescents are also committed under the influence of alcohol and drugs. Incidence of depression and issues related to mental health are on the rise and are creating a lot of scope of deviant behaviour among students (Sinha 2008). Research by Webster and Herman (2010) has revealed that social relationships have been declining drastically thereby giving rise to individualism due to the rapid development of technology. Also, in a conflict subculture, youth learn to form gangs to express their frustration about the lack of opportunities in their society and neighbourhood (Cloward and Ohlin 1960).

Pre-university Education in Dakshina Kannada district

Secondary education comes under the jurisdiction of the Deputy Director of Pre-university education of the Pre-university Board, Karnataka. There are 198 Pre-university colleges in the district. It is observed that no study on counselling is conducted on Pre-university students of Dakshina Kannada to evaluate the nature of counselling services offered to them in their respective institutions. This study aims to understand different

aspects of counselling facilities and their awareness in the Pre-university colleges of the district. The study focuses on the Pre-university colleges spread over the district's seven taluks, namely, Mangalore, Sullia, Kadaba, Puttur, Moodabidri, Bantwal, and Belthangady.

Therefore, this study analyzes the state of counselling services in Pre-university colleges of Dakshina Kannada District in Karnataka.

Statement of the Problem

The above study is proposed to study the nature of counselling services and their impact on the adolescent behaviour of college students, focusing on the students of Pre-university Colleges of Dakshina Kannada District. For this purpose, the topic for the research is titled as **"Sociological Study on Counselling and its Impact on Adolescent Behaviour of College Students".**

Objectives

1. To analyze the need for counselling services in Pre-university colleges in Dakshina Kannada District of Karnataka.
2. To investigate the nature of the counselling facilities in colleges.
3. To examine the various factors that disturbs adolescent behaviour in their family and social environment.
4. To examine the alternative arrangements in the colleges in the absence of a counselling facility.

Operational Definitions

Before a detailed discussion on counselling and its impact on adolescent behaviour, some basic definitions are required to gain a clear understanding of the nature, concepts and terminologies related to counselling and adolescent behaviour.

Counselling:

Counselling is a personal face to face relationship between two people, in which the counsellor employing his relationship and special competencies, provides a learning situation in which the counselee, a normal sort of a person, is helped to know about himself and his present and possible future situations so that he can make use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society and further, can learn to solve his future problems (Tolbert 1972). *Counselling* is a process in which the helper expresses care and concern towards the person with a problem to facilitate personal growth and induce positive self-understanding.

Adolescence:

World Health Organization (WHO) has grouped adolescents as young people aged between 10 and 19 years. . It is a stage that incorporates many physiological and psychological transformations to prepare the body and set forth the body towards puberty. It is divided into early adolescence (10–14 years) and late adolescence (15–19 years). Physiologically, the early years are dominated by pubertal changes and later by sexual maturation and adult roles and responsibilities.

Deviant Behaviour among Adolescents:

Deviant behaviour, in general parlance, may be termed as departing from usual or accepted modes of conducts or standards of behaviour. A deviant person is referred to as someone whose behaviour falls far outside of society's norms. Adolescents are more prone to deviant behaviour. As they are in a transition phase of psychological and physical growth, they are more susceptible to such incidents. The commonly reported forms of deviant behaviour observed are drug abuse, pre-marital sex, rape, violence, alcohol, and substance abuse. Crimes resulting from deviant acts by adolescents are also committed under the influence of alcohol and drugs. Incidence of depression and issues related to mental health are on the rise and are creating a lot of scope of deviant behaviour among students.

Significance of the Study

It is envisaged that the study will make a theoretical contribution to the body of knowledge related to counselling and its importance in colleges, emphasizing its impact on moulding the behaviour of students.

1. The significance of the study is to provide awareness regarding the impact of counselling on young minds.
2. Recommend the implications of this study to policymakers and educationists to sensitize and emphasize the role of counselling and its impact on young minds.
3. The study will help future researchers uncover critical areas in the education system regarding the holistic development of adolescents, which many researchers could not explore.

4. The contributions of this study would be of interest to scholars in the field of Psychology, Education, Criminology, Social work, and healthcare practice.
5. It is envisaged that the study will make a theoretical contribution to the body of knowledge related to counselling and its importance in colleges, with a particular emphasis on its impact in rectifying the behaviour of students found to conflict with the law.
6. The significance of the study is that it should emphasize the impact of this profession on young minds.

Profile of the Study Area

The current study was conducted in Dakshina Kannada, formerly known as South Kanara. It is a district of Karnataka state in India, with its headquarters in the port city of Mangalore. The district covers an area nestled between the Western Ghats to its east and the Arabian Sea to its west. The district receives abundant rainfall during the monsoons. Udupi District borders it to the north, Chikmagalur district to the northeast, Hassan district to the east, Kodagu to the southeast and Kasaragod district of Kerala to the south. Dakshina Kannada district has an area of 4,866 square kilometres. It is the second central district of Karnataka in all aspects after Bangalore Urban. It is the only district in Karnataka state to have all modes of transport like road, rail, water and air due to a central hub, Mangalore. Mangaluru is the district headquarters of Dakshina Kannada. It has become an education hub with several reputed institutions offering various courses attracting students from all over the country and abroad. It is also famous for its beaches, temples and religious places of worship (Ranganatha 2012).

The district is also known as the cradle of Indian banking. The district comprises seven taluks, Mangalore, Puttur, Sullia, Bantwal, Belthangady, Kadaba and Moodabidri. It is known for beaches, red clay roof tiles, cashew nut industry, fisheries, banking, education, healthcare and cuisine. The district lies between north latitude 12 degrees 27 minutes and 13 degrees 11 minutes and east longitude 74 degrees 46 minutes and 75 degrees. The district has a coastal line about 40-45 km in length with rich marine output and beautiful beaches. The district is separated from the rest of the south Indian peninsula by the towering heights of the Western Ghats. Nethravathi, Gurupur and Kumaradhara are the principal rivers of the district.

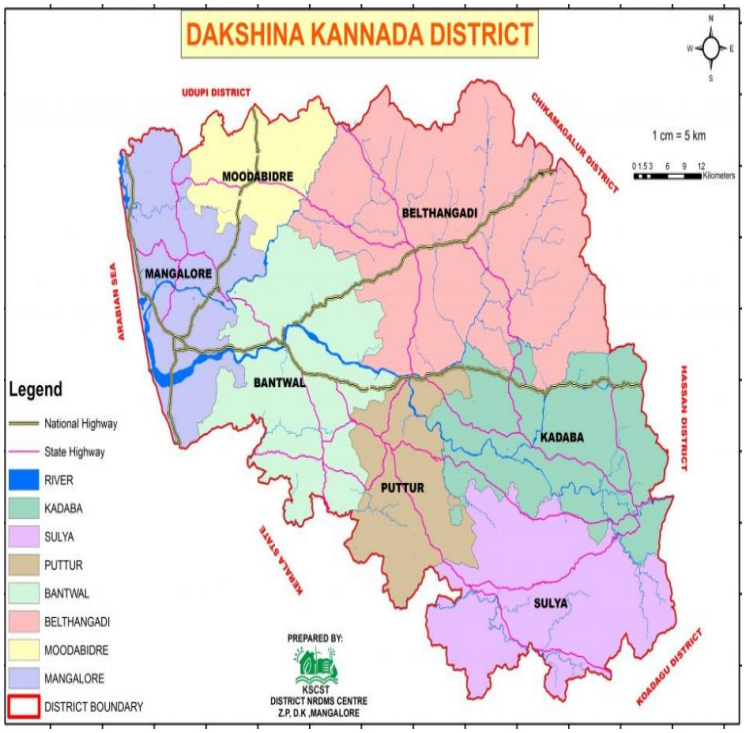

Figure: Map of Dakshina Kannada District
Source: Dakshina Kannada District Website

The total population of the district as per the 2011 Census is 20,89,649. Of the total population, 10,34,714 are males and 10,54,935 are females. The district's share of Karnataka's population is 3.42 per cent, and it ranks at eighth place among the districts. The district's population is further distributed as 10,93,563 living in rural areas and

9,96,086 in urban areas, constituting 52.33 and 47.67 per cent of the rural and urban population. The population in the age group 0-6 is reported as 2,08,297. It constitutes 53.33 per cent in rural areas and 46.67 per cent in urban areas. The proportion of the child population is 9.97 per cent of the total district population. A remarkable segment of India's population is its adolescents and youth. While the adolescents are classified as persons between 10-19 years of age, the youth are defined as persons between 15-24 years. The number of adolescents (10-19) in the district is 3,66,571, constituting 18 percent of the population. Together, the young age group between 10-24 years in the district constitutes 5,77,330 which is about 27.63 per cent of the total district population.

Respondents and methods for data collection

The proposed research study sought to analyze counselling services and its impact on adolescents in the Pre-university colleges of Dakshina Kannada District of Karnataka. Descriptive research design was adopted to describe the current situation of counselling services in colleges. It involved describing; analyzing and interpreting the condition that exists. The study is based on both primary and secondary sources of data. The primary data was collected through questionnaire and supplemented with interviews.

The secondary data was collected from various national and international scholarly works, newspapers and research reports. The information and reports were obtained from various national and international organizations like National Crime Records Bureau (NCRB), World Health Organization (WHO), Census Reports, Government of India, and various gazette, committee and education commission reports. Some secondary data was also retrieved from several online scholarly websites. Interviews with various counsellors, principals, and lecturers of various colleges and pre-university students also provided valuable information.

A sample of 300 respondents using stratified random sampling was selected as per the Taro Yamane sample size table. For a population greater than 50,000 and less than 1,00,000 the required sample size is 261. Descriptive statistics was used to present the reported data. The results were reported using appropriate computer data analysis programme, Statistical Package for Social Sciences (SPSS).

Sl No	Name of the Taluks	Sample selected	Percentage
1.	Mangalore	170	57
2.	Sullia	30	10
3.	Puttur and Kadaba	30	10
4.	Belthangady	10	3
5.	Moodabidri	10	3
6.	Bantwal	50	17
7.	Total Sample	N= 300	100

Distribution of sample in different taluks of the district

The above table gives information of the number of respondents who were selected from among the students of various Pre-university colleges of the district, keeping in mind the urban, rural, and suburban zones. Out of the total 198 Pre-university colleges in Dakshina Kannada District, 30 colleges were selected by using stratified random sampling, based on the distribution of the colleges in the taluks. Mangalore Taluk has the highest number of Pre-university colleges (88), followed by Bantwal (45), Puttur and Kadaba (28), Belthangady (16), Sullia (13) and Moodabidri (08). Ten students were randomly selected from each college. Thus, the total sample size is 300 students pursuing their Pre-university education course in the seven taluks of Dakshina Kannada district. Their age group ranged from 16-18 years, of which 61% were male students and 39%

were female students. They included students studying in the arts stream (22%), Commerce stream (47%), and Science stream (31%).

Presentation of the thesis

The findings of the study are presented in five independent chapters.

Chapter 1**:** The first chapter of the study is the introductory chapter, which gives an overall view of the study. The need for counselling in schools and colleges is also focused. This chapter also highlights the concept of deviant behaviour, focusing more on adolescents. Details about the research universe of Dakshina Kannada district are also highlighted. An overview of the information of Pre-university colleges in the Dakshina Kannada district is provided. Methodological issues that are included in this study are the statement of the problem, objectives of the study, profile of the study area, research design, sampling, data collection, techniques, and limitations.

Chapter II: This chapter consists of review of the literature; it covers various published research studies that have been summarized in a thematic presentation. The chapter analyses various literature sources available on different aspects of counselling in schools and colleges in general and its impact on the behavioural aspects of adolescent children. It also highlights the recommendations of various committees and organizations that have specifically upheld the need for counselling in educational institutions. The review also highlights the major factors that contribute to the hindrances of this utilitarian profession which is still trying to cope with its existence to its fullest, especially in schools and colleges in India.

It highlights the study on the rationale for introducing counselling services in schools and colleges, attitude towards counselling among different stakeholders of

education in India, factors that inhibit seeking help from the counsellors in educational institutions, counselling services rendered in different schools and colleges all over the world, the need for counselling in educational institutions in India and the current scenario of counselling in educational institutions. Theories propounded by various sociologists, educationists and psychologists related to counselling and deviance are discussed. The review also discusses the common types of behaviour among adolescents in educational institutions. Skills and various approaches towards adolescent counselling are discussed.

Chapter III: This chapter describes the present area of study and the academic profile of the students in aspects of sex, age, college type, and the stream they are pursuing in their Pre-university course. Further, it discusses the socio-economic profile of the students concerning religion, caste, area of residence, family type, economic and marital status of the parents, and income category of the family.

Chapter IV: This chapter analyses the need for counselling in educational institutions. It discusses the students' awareness about counselling services and their sources. It also highlights the utilization of counselling services in Pre-university colleges and the problems faced by the students concerning various addictions, family and college environment, and issues disturbing their academics. The further chapter analyses the alternative arrangements in the Pre-university colleges in the absence of a counselling facility. The chapter in detail also highlights the need for counselling services for adolescents in the wake of exposure to various habit formations that may lead to addictions. It also highlights the areas, counselling has benefitted them.

Chapter V: This chapter is the final chapter, summarizes the major findings, suggestions and conclusions. Based on the overall results of the study, some recommendations to

enhance the services of counselling in Pre-university colleges of Dakshina Kannda district are suggested in detail.

Review of Literature

What is Counselling:

Counselling is as old as society itself. No civilization can remain buoyant and can move ahead without good guidance, mental health and spiritual help. India is the cradle of one of the most ancient civilizations, has a long history of help-seeking behaviour. The very essence of guidance and counselling known in modern times dates back to the Vedic age as far back as 2500 years. A lot of hymns, mantras, prayers offered to God for appeasement and forgiveness were necessary aspects of good conducive mental health. Yoga, an internationally acclaimed practice that combines the union of body, mind and spirit in equilibrium, also focuses mainly on good mental health. In India, the traditional healing techniques which include, sacrifices, astrology, ayurvedic practices, have guided people irrespective of their intellectual capacities (Jain and Singh 2013).

In present-day life, counselling is seen in different aspects and spheres. In a family setup, we see parents counselling their children on different issues, doctors counselling their patients, lawyers counselling their clients, teachers counselling their students and so on. Counselling is a major aspect that has been implied in areas such as business, management, managing relationships, health management, and education. Counselling is hence part and parcel of any culture, where experienced members guide the young in moving ahead with life. Various definitions of counselling reveal the following major elements of counselling.

1. Counselling involves interaction among two individuals, one who is seeking help, referred to as the counselle and the other, a professionally trained person, the counsellor who can help the counsellee.
2. Counselling involves a relationship of mutual trust and respect between the counsellee and the counsellor.
3. Counselling is more concerned to produce a change in the individual that will enable him to extricate himself from his concerned problems.

In India, when the joint family system was in vogue, based on the life experiences of the senior family members, the young were directed in life. This was based on the belief system that the elders of the family were always right and convinced the young members to be self-reflective rather than be critical of the advice imparted. But with the advent of industries, urbanization and modernization, a lot of changes have occurred in the structural and functional aspects of society and family. The joint family system has disintegrated, and nuclear families have replaced them. There are no elders to sort out issues, and others don't seem to have the time or the inclination to help and advice. It is at this juncture that professional counselling as a service gained importance as in the west in India. At present, in the Indian context, it is crucial to implement counselling in the education system to mentor and guide young children and adolescents in their academic, personal, socio-economic, personal hygiene and health-related issues (Rajgopal 2013).

Counselling Services in Educational Institutions in Different Parts of the World.

Counselling services are being provided in most of the world for the challenging transformation that is undergoing in the structural and functional aspects of various social institutions such as family, peer group, kinship, media, religion and

educational institutions. In this regard, special care for children and its necessity dawned in the early 1900s. But it was after 1950 that the vocation of counselling began to get popularity in the western countries owing to the transformation that was occurring in society at large, especially after World War II and the advent of industrialization. The war had disrupted normalcy in family life, and thousands of children were left orphaned. To facilitate the needs of these children and to guide them in times of crisis led to the emergence of a new set of professionals in schools, who were called school counsellors. Initially, they aided the educational institutions to check out dropout rates and help the students decide their further course of action. They also helped them to overcome the post-war stress and trauma. Later with the introduction and growth of new fields of study such as sociology, psychology, social work, their services have become more specialized. Schools started to employ these professionals to facilitate children attain academic intellectual and socio-emotional growth (Shadma 2019).

In the United States, counselling as a vocation began at the beginning of the 20th century as a systematic form of the school curriculum. The programme focused and emphasized personal issues, social and emotional adjustments for the overall well-being of the students (Kamina 2004). In Japan, the main purpose of school counselling is to aid the students to develop life skill abilities of self-understanding, decision-making, life planning, action taking to the life and career situations that he or she decides to pursue in future. In countries like France, secondary school counselling was initiated in 1922 and was adopted in the educational curriculum. The school counsellors were assigned the tasks of vocational guidance (Mallet and Benjamin 1999).

Need for Counselling in Educational Institutions in India

There has been an increased risk of incidents of mental health issues, campus violence, ragging, and drug abuse cases, suicides which have raised the alarm about the conditions of our youth among the educationalists, social workers, mental health professionals, parents and the Government (Bhatia 1993, Rakesh 1992, Leena and Kumar 1998, Rama and Sharma 2005, Chopra 2009).

A study undertaken on the mental health of school students in Mumbai city indicates that children and adolescents have high educational and vocational anxiety, accompanied by problems such as low self-esteem, difficulties in managing anger and sexuality (Kaila 2002). These are the indicative general tendencies found in almost all adolescents, and research suggested that school counsellors should be appointed on a full-time basis. But the study nowhere indicates the remedial measures that could be undertaken by the concerned authorities or Government for making counselling a mandatory post in schools and colleges.

Major Findings

There are two phases to the discussion about the need for counselling in educational institutions. First, recognizing the nature of counselling services and the awareness related to it in colleges. Secondly, by understanding the factors that disturb adolescent behaviour both due to individual reasons and family environment, which makes counselling an essential part of the curriculum.

Academic and Socio-economic Profile

Age and Gender

The age group of the respondents is in the age group of 16 to 18 years. Hence the whole sample consists of an adolescent group. In the sample of 300 adolescent students across 30 Pre-university colleges of Dakshina Kannada district, 61 per cent are male, and 39 per cent are female. Hence the age structure of the sample is homogenous as all belong to the age group of 16-18 years

College Type and Distribution

The institution type under study is of 3 categories: the Government Pre-university colleges and the aided and unaided colleges considered private colleges. The Government Pre-university colleges are wholly funded and run by the State Government. The private Pre-university colleges are composed of two types, aided and unaided Pre-university colleges. The aided colleges are partly funded by the State Government for salary purposes for the approved posts that have been sanctioned by the Government.

In Dakshina Kannada district the overall distribution of private colleges are more in number (51%) when compared to Government (27%) and aided colleges (22%). The data also shows the concentration of Pre-university colleges more in the rural areas (54%) than in the urban (27%) and suburban areas (19%). This is a positive trend. In the sample of 300 students, 44 percent of the students are from a rural background, 31 percent from an urban background and 25 percent from a suburban background. The Government colleges are also more in number in the rural areas (20%) than the suburban (4%) and the urban areas (3%). The increase in the number of colleges in rural areas will benefit the rural students in pursuing their education. The students will also have a choice to opt for

colleges in their vicinity based on their economic background. This is also an added factor for the increase in literacy rate of rural Dakshina Kannada (85.3%).

Course Combination

The sample consists of larger representation of male students (61%) with their preference for commerce stream (48%) followed by science (28%) and arts (24%). The female respondents who constitute 39 percent of the sample also have preference for commerce (44%) over science (35%) and arts (21%). Overall, it indicates that there is a higher preference for commerce by both male (48%) and female respondents (44%), followed by Science and Arts. Science is preferred by the female respondents (35%) more than the males (28%).

Area of residence

The respondents chosen in the sample are maximum from the rural areas (47%), followed by urban (30%) and suburban areas (23%). The overall concentration of the Pre-university colleges in the Dakshina Kannada district is highest (54%) in the rural areas. Thus, among the respondents, we have more students from rural areas, which constitute 47 per cent of the total sample. The study can hence throw light on how counselling services are provided to the students in rural areas.

Religious and Socio-economic background

The respondents belong to different religious groups. The majority of the sample constitutes the Hindus (70%), followed by Muslims (15%), Christians (13%) and Jains (2%). These are the major religions in Dakshina Kannada district. Hinduism comprises the majority in the sample. The sample also constitutes the students who belong

to the Islam, Christianity and Jain religious group found in adequate numbers in the area of jurisdiction taken into research.

Religion	Hindu	Muslim	Christian	Jain	Total
Salaried	29	3	5	1	38
Business	21	4	2	1	28
Working Abroad	4	4	3	-	11
Daily Wages	16	4	3	-	23
Total Sample	70	15	13	2	100

Religious and Economic Background. N=300
(Figures are expressed in percentage)

The above table describes the source of income of the families of the respondents, with 38 percent of the parents belonging to salaried class, either working in Government institutions or employed in private institutions. 28 percent of the parents have business as their source of income, 11 per cent of the parents are working abroad, and 23 percent are working on daily wages such as loaders in lorry and market areas, drivers, construction workers etc.

The religion and socio-economic data of the respondents families, describes Hindus, constitutes 70 per cent of the sample. The majority are salaried class, working in Government and Private Institutions in various capacities, followed by business. Parents working for daily wages among Hindu students (16%), include those jobs that fetched daily or weekly wages. The majority of them were engaged in construction works and coolie workers. Most of the respondents from this category hailed from migrant labourer families of North Karnataka region like Bidar, Gulbarga, Bagalkot and Bijapur.

The Muslim students constitute 15 percent of the sample, and most of their parents are into business (4%) and working abroad (4%). An equal number (4%) of them

also work on daily wages such as scrap dealers and coolies in bunder (old fisheries dock) for loading and unloading goods in market areas. The percentage of families in the salaried class in Muslims is less (3%) when compared to the Christian (5%) and the Hindus (29%).

Christian students, who constitute 13 percent of the sample, have their parents in the salaried class in the majority (5%), followed by parents working abroad (3%). An equal number of them are also daily wage earners (3%), which include services like catering, cooking services, geriatric care, and home cleaning services. Jains constituted only two per cent of the sample in consideration, and a majority of them are into business, followed by the salaried jobs. None of the parents of the Jain students were abroad or daily wage earners.

Family type

The sample consists of majority of the students hailing from nuclear families (67%) followed by joint families (33%). Nuclear families in the sample are more prominent in rural areas (30%), than the urban (21%) and suburban areas (16%). Majority of the respondents families in rural area are nuclear families (30%). Joint families are disintegrating rapidly.

Marital status of the parents:

Eighty five percent of the respondents' parents are staying together or had been living together till either one of the parents have deceased. 9 percent of the respondents' parents are divorced. The students, whose parents have divorced, stayed with their mother or their maternal grandparents. The parents of 6 percent respondents were

separated; these are cases of desertion and the students are living with either of the parent or grandparents.

Need for Counselling in Educational Institutions

There are two phases to the discussion about the need for counselling in educational institutions. First, recognizing the nature of counselling services and the awareness related to it in colleges. Secondly, by understanding the factors that disturb adolescent behaviour both due to individual reasons and family environment, which makes counselling an essential part of the curriculum.

Awareness of Counselling Facilities in Educational Institutions

More than half the respondents (60%) are aware of the counselling services. Among those who are aware of counselling, the male respondents (40%) outnumber the females (20%). There are a relatively equal proportion of both the male (21%) and female respondents (19%) who are not aware of counselling. Among the respondents from the rural areas 23 percent are not aware of counselling services. The study depicts that students who are unaware of counselling are mainly from the Government Pre-university colleges (18%) in the rural background (23%). The following are the observations for the low awareness level among the students in Government Pre-university colleges in rural areas.

1. Traditional and orthodox approach to social problems:
2. Stigma related to mental health and counselling
3. Poverty and out of reach access to mental health
4. Other reasons:

Counselling services offered by Professional Counsellors in Colleges

Majority of students (70%) were satisfied with the counselling services given by their colleges. All the colleges (100%) that provided professional counselling services had a separate counselling room. Many of them (68%) were able to schedule an appointment whenever they needed it. The vast majority of students (88%) claim that counselling has aided them in resolving their issues and they (93%) would recommend the service to other students.

Alternative arrangements in the colleges in the absence of professional counselling facilities

In the colleges where professional counselling are not available, issues relating to students are managed by the class teachers, mentors, physical directors, librarian and the Principal. Most of the respondents (87%) in the sample have access to ad hoc arrangement of counselling. It is necessary to understand how these alternative arrangements where professional counselling services are not available, address the issues of the students. The majority of students (76%) did not feel comfortable discussing their troubles and problems with lecturers. In the absence of professional counselling services, the majority of students (80%) stated that they require a different form of arrangement to address their personal needs, questions, and concerns that are not related to their academic issues.

Utilization of Counselling Services in Pre-university Colleges.

The impact of professional counsellors' services and their use in colleges explains why students feel more at ease and are better prepared to discuss their issues with the counsellor. It was easy for 85 percent of respondents to open up to the counsellor about themselves and their difficulties. Seventy-five percent responded that the counsellor

accurately assessed their issues. Eighty-eight per cent reported that counselling has helped them solve their problems and has given them confidence in dealing with the issues they face. Only in cases where parental intervention was required, the parents were called for by the counsellor. In the case of 63 percent, parents were called by the counsellor for timely intervention, especially in cases where medical involvement and parental counselling also was required. Eighty-five percent felt better after meeting the counsellor and have developed a positive attitude towards life. The majority of the students (85%) found an amicable solution to their problems after the counselling session.

Ninety-three percent of the students have recommended the services of the counsellor to other students. A large majority of the students (95%) have felt that the counsellor has maintained confidentiality with their issues. Hence, we can retrieve from the above situation that in the colleges that have professional counselling, the students are satisfied with the college's services in managing their issues and problems.

Problems faced by the Students

Adolescents are exposed to alcohol consumption. 21 percent of the students have responded that they had first time experience consuming alcohol. 27 percent of pupils were exposed to smoking in various situations. Four percent of the students have reported getting introduced to drugs. They are introduced to it through friends. Among the other watching porn and adult movies on the internet is comparatively more common (39%). Majority of the respondents (75%) had a greater incidence of utilizing gadgets for playing online games and getting engaged on social media for a long duration.

Students (47%) with financial constraints in the family, find it hard to manage their regular expenses and wants. Health problems (39%) are also one of the major issues

that can impede the productivity of the adolescents. Students reported to have health issues related to their menstrual cycle, obesity, mood swings, and skin ailments. Majority of the female respondents who have health issues complained weakness, fatigue, and thyroid problems. Clashes or conflict with parents (26%) are very common between teens and parents. Conflict with siblings (22%) is also a reported cause for problematic environment at home. Adolescent sibling rivalry is commonly seen as they start to compete for dominance, parental attention, parental support, and household resources.

Correlation aspects between peer pressure and student problems:

There is a high positive correlation (0.51) between smoking and peer group influence, followed with alcohol consumption (0.41). Peer pressure can sway adolescents into doing or participating in something they normally would not. Whether its drug use or exercise, peer pressure encourages people to alter their behaviors. There is a moderate positive correlation between peer pressure and porn watching (0.32) and drug (0.35)

Correlation aspects between marital status of the parents and student exposure to various problematic habits.

The correlation results showed that there was a moderate significant negative correlation between the parents who were staying/ living together and the various habits the respondents were exposed. This indicates that parents staying together cordially and the students getting acquainted with various habits such as smoking, watching porn, drugs and consuming alcohol has no correlation. Students with a decent family background are also prone to these habits. It indicates that major other factors such as social media and peer groups have an influence on adolescents' habit formation.

Conclusions and Recommendations

The study analyses the need for counselling services in Pre-university colleges in Dakshina Kannada district of Karnataka. In also investigates the nature of counselling facilities in colleges and the various factors that disturb adolescent behaviour. The following are the major findings in the study.

Major Findings

1. There is moderate awareness (60%) regarding counselling services among the pre-university college students.

2. Only four pre-university colleges that were brought under study had professional counselling facilities. The students have utilized the services for their overall well-being. Majority of the students (70%) in these colleges are satisfied with the professional counselling arrangements. They have expressed satisfaction with the services.

3. Students have utilized the services of counsellors for various purposes like educational guidance, career guidance, examination guidance, personal guidance and motivation purposes. Professional counselling has helped students solve their problems and has given them the necessary confidence in dealing with the issues and problems they face.

4. In the absence of professional counselling, the colleges had adhoc arrangements for providing counselling services to the students. Services of the lecturers and physical directors were put to use to guide and counsel students. Students have expressed the need for alternative counselling approaches in these institutions. Due to lack of privacy and space to express their concerns, anxiety, inhibition and their mentor's

hectic schedules, they do not feel comfortable expressing their problems and difficulties with lecturers/mentors.

5. Students are exposed to smoking, alcohol consumption, and drug intake. This makes them vulnerable for habit formation. Watching porn, and mobile usage appear to be other compulsions among adolescents.

6. Peer pressure influence is the important factor for the students who are exposed to smoking, alcohol, watching porn, and drugs. The study showed a positive correlation between peer pressure and the habit formation.

7. Financial constraints (47%), health issues (39%), conflict with parents (26%), conflict with siblings (26%), are the other major concerns that the students face.

Recommendations

Considering the benefits of professional counselling at the college level analyzed in this study and the opinions of the students that they have benefitted from counselling services the following recommendations are made.

1. Proper awareness can to be given to students related to counselling. It could be incorporated through systematic action plans, awareness and orientation programmes, helpdesks, platforms, online portals and life skills oriented activities.

2. Counselling services may be included in the Pre-university curriculum. The colleges can organize more awareness/programmes regarding health and hygiene, the impact of addictions, sex education with necessary guidance.

3. The colleges may organize periodic health checkups and hygiene awareness programmes by medical professionals. Necessary guidance in this regard may help the students to deal with their health related issues.

4. Necessary fund allocation for awareness programmes and activities needs to be provided by the Government. The faculty also needs to be trained in handling the problems of the adolescents. The Government needs to organize more training and workshops for the faculty members.

5. Provision for the post of counsellors in colleges is recommended. Specially the students of Government colleges belong to the low socio-economic background. They require more exposure towards career guidance. Quite a few of them are first-generation learners who lack proper direction about their future.

6. Parents' teachers' association may be made functional for mediating and strengthening the activities and resources from the local self Government and Corporate Social Responsibility (CSR) activities.

7. The present study has analyzed the nature of counselling and its impact on behaviour of Pre-university college students. A similar study is recommended at various levels of education at different parts of the state and the country.

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